Whole School Guidance Policy

School Philosophy and Mission Statement

St Kieran's College, as Ireland's oldest all-boys Catholic Secondary School, continues its founding aim of the pursuit of real excellence in education and formation, in the light of the Gospel, so as to allow all our students to realise the fullness of their potential.

Academically, spiritually, physically and emotionally our students are encouraged to strive for all that is possible in the relentless pursuit of perfecting their individual gifts and talents.

In so doing they bring to life the joy intended by our motto, "Hiems Transiit", for themselves, those they love and the community where they will live, serve and lead.

What is Guidance in schools?

The provision of guidance in schools is a requirement of The Education Act (1998). Section 9c of The Education Act states that a school shall "use its available resources to – (c) ensure that students have access to appropriate guidance to assist them in their educational and career choices" (Government of Ireland, 1998). Guidance in schools includes "...personal and social, educational and career guidance delivered within a whole school context" (DES, 2016a; pg. 7) and is defined as: "a range of learning experiences provided in a developmental sequence that assist students to develop self-management skills which will lead to effective choices and decisions about their lives...". (DES, 2005, pg. 4).

Requirements on Schools

This plan is being developed in response to relevant legislation and resource documents. Guidance is a statutory requirement for schools under Section 9 (c) of the Education Act 1998:

'to ensure that students have access to appropriate guidance to assist them in their educational and career choices'.

Other requirements and guidelines include:

- The "Guidelines for Second-Level Schools on the Implications of Section 9(c) of the Education Act 1998, relating to students "Access to Appropriate Guidance" (DES 2005) state that 'the school's guidance plan is a whole school responsibility'
- Planning the School Guidance Programme National Centre for Guidance in Education (NCGE),2004
- Guidelines for Second Level Schools on the Implications for Section 9 (c) of the Education Act 1998, relating to students" access to appropriate guidance. Inspectorate, Department of Education and Skills, 2005
- Looking at Guidance, Teaching and Learning in Post-Primary Schools Inspectorate Department of Education and Skills, 2009
- 'A Whole School Guidance Framework' issued in 2017 by the NCGE which supports schools in the planning and provision of a whole school approach to guidance.

What is the aim of the Whole School Guidance Plan?

The Whole School Guidance Plan aims to meet the needs of students along a continuum, from a whole school approach to group and individualised approaches. The continuum model can be applied to guidance as follows:

Guidance For All – provided to all students to support personal & social, educational, and career development, and students making transitions (incoming first years, junior cycle to senior cycle and from senior cycle into apprenticeships, FET, HE and employment). The guidance counsellors as the specialist have a key role to play in coordinating the planning and delivery of the whole school guidance programme and in the provision of guidance to students. A whole school approach is employed in delivering the learning and teaching activities of the school guidance programme which include, career education programmes, SPHE and Wellbeing in Junior Cycle, guidance modules and work experience/placement provided as part of senior cycle programmes (TYP and

LCVP). The NEPS publication ‘A Continuum of Support for Post-Primary Schools: Guidelines for Teachers’ (2010) outlines whole school approaches that can be employed in relation to ‘Support for All’.

Guidance For Some – provided to specific groups of students to support personal & social, educational and career development and transition making. Such groups of students will typically include, for example, students in senior cycle, especially 6th year, who will benefit from group and one-to-one guidance counselling to support educational and career decision making, and students who are making transitions. Transition points include, primary school into first year of post-primary education, junior cycle to senior cycle, and school to higher/further education and training, apprenticeships and employment. Some students may require additional and more intensive support in making transitions. Group/one-to-one guidance counselling will require the expertise of specialist school staff, such as the guidance counsellor working in collaboration with the student support team, SPHE teacher, year heads, class tutors and the school Chaplains. The NEPS publication ‘A Continuum of Support for Post-Primary Schools: Guidelines for Teachers’ (2010) outlines a Solution Oriented Framework that can be employed in relation to ‘School Support (for some)’.

Guidance For A Few – Students may require support in meeting their developmental needs and when they experience personal crises. Some students may also require more intensive support as they make transitions (including transitions for Early School Leavers (ESL) and to education centres such as Youthreach) and important decisions during their time in post-primary schools. This support will require the expertise of specialised school staff with the necessary knowledge, skills and competences to respond to the needs of these students and will involve the guidance counsellor, and other school staff who have been trained in meeting the needs of vulnerable students and those who may have additional needs. In the event that the student requires more intensive support, referral to external agencies and supports should be employed. In the event of a protracted referral the guidance counsellor/staff member may need to provide continued support to the student. The NEPS publication ‘A Continuum of Support for Post-Primary Schools: Guidelines for Teachers’ (2010) outlines supports which can be provided to students with more complex or enduring needs under ‘School Support Plus (for a Few)’.

Guidance as A Whole School Activity

Circular 0009/2012 (Section 4.3) made it clear that it is ‘established policy ... that guidance is a whole school activity’ and that schools should consider the ‘following options for maximising the use of their available resources for the provision of guidance:’

1. ‘Optimise the delivery of personal, educational, career and vocational guidance in class group settings’.

2. ‘Enable some of the curriculum elements of the planned guidance programme to be delivered through other teachers, such as SPHE staff,’

3. ‘Maximise the role of student support or pastoral care team in schools ...’

The guidance counsellor has ‘primary responsibility for the design and delivery of the school's guidance counselling programme’, ‘other members of staff have important and worthwhile contributions to make to the planning and delivery of many aspects of the programme’. (Section 2.1, page 8) The Guidance Counsellor is not the only person delivering guidance. St Kieran’s provide timetabled guidance to junior cycle through SPHE, RE, Form class and Wellbeing. Senior guidance is timetabled each week. Career topics are provided for second year and third year classes in conjunction with the SPHE programme. Students in first year have a module in Guidance to assist them in developing self-management skills and to understand the value of learning through Form class.

Our Guidance counsellors are involved in the process leading to subject and programme choices in the junior cycle and senior cycle. Guidance counsellors intervene at all levels of the school with appropriate inputs in all cases.

Whole School Guidance Planning is central to the development and delivery of an effective school guidance programme as it enables schools to identify, prioritise and respond to the guidance needs of students using the resources available to the school for guidance. A Whole School approach ensures that a school maximises its resources for guidance through the identification of roles and responsibilities for school management and staff in the provision of appropriate guidance to students.

Our Whole School Guidance Planning team ensure that the level of guidance provision is appropriate and that it meets the needs of all students. Guidance is delivered in two formats – timetabled class-based guidance and one-to-one or small group guidance.

Areas of Learning and Competences

Developing Myself	Developing and growing throughout life
	Developing and maintaining self esteem & positive self concept
	Interacting effectively with others (face to face & online)
Developing my learning	Employing effective personal learning/ exam strategies
	Making educational choices in line with career aspirations
Developing my Career path	Using career related information and sources appropriately
	Understanding the world of work and life roles
	Managing career development & decision making

Outcomes are presented for competences relating to the three areas of learning. These outcomes relate to the development of self-awareness and self-knowledge, knowledge of learning and work opportunities, and applying this knowledge to make effective transitions and decision making.

Child Protection

St Kieran's College provides safe, secure and comfortable environments that enable young people to share their concerns. Child protection is every teacher's concern. The Children's First (2017) informs the development of the school policy on child protection and the school Child Safeguarding Statement. Mr Adrian Finan is the Designated Liaison Person (DLP) and Mr Ken Maher (DDLP) is the Deputy Designated Liaison Person who ensure the effective implementation of the Child Safeguarding Statement and protocols. The Child Safeguarding Statement is located at the entrance to the school, in a staff folder in the school and on the school website. All teachers are mandated persons who have been trained in Child Protection procedures.

Confidentiality (See Counselling Policy)

Confidentiality is about managing sensitive information in a manner that is professional, respectful and purposeful. Each person who discloses or receives information in St Kieran's College is aware of the limits of confidentiality and the responsibilities attached. Good staff-student relationships are based upon trust. Each person in the school community has this explained to them during form and wellbeing class and understands its meaning.

Information is shared with staff members by the Student Care Team. Such information is shared in a sensitive and appropriate manner. Staff members are fully briefed in operating strict codes of confidentiality. Confidentiality cannot be guaranteed if a young person discloses information about being at risk of harming themselves or others or if there are child protection concerns. If a young person discloses such information, the staff member should explain that this information cannot be kept secret. The staff members/mandated persons explain that this information will be shared with the DLP and/or the DDLP. This should always be explained to the parents/ guardians, unless to do so would endanger the young person. Collaboration with other agencies may be needed.

School staff members may be aware of personal information about young people that is not related to child protection. It may be necessary for other staff members to be given information about the young people with whom they work, as it may impact on their school progress. It is important that schools find a balance between keeping other teachers informed and unnecessarily disclosing personal information. St Kieran's operate a principle of "on a need to know basis" when making decisions about sharing sensitive and confidential information.

If information of a confidential nature is passed on to a third party that is deemed to be crucial to a young person's wellbeing, it should be done in accordance with school policy and procedures. Information, which is gathered for one purpose, should not be used for any other purpose without consulting the person who provided that information. Respecting the wishes of the young person and his/her family is paramount.

CAT 4 Testing: Entrance and TY Assessment

CAT 4 is an assessment of reasoning ability that can identify where a pupil's real strengths lie, free from the constraint of the curriculum and unencumbered by learning barriers. The Cognitive Abilities Test (CAT4) provides a robust, standardised measure of cognitive reasoning ability, without reference to curriculum-based material and regardless of previous achievements or first language. With CAT4, you get invaluable insight into students' ability to reason across four distinct batteries: verbal, non-verbal, quantitative and spatial, as compared to the national average.
This allows you to address patterns and adapt your teaching methods to suit individual (or group, where a similar learning profile is shared) needs, ensuring feedback is appropriate and targets are achievable and can also help when making subject choices.
In St Kieran's College, we assess students before they begin first year (Early march) and during their Transition Year using CAT 4 testing. The results enable the school to develop a system of tracking each student as they progress through school. Entrance Assessment results allow the school to divide classes on mixed ability.

Mapping progression

Our aim in St Kieran's is to track academic, personal and learning progression of our students throughout their time in school with us. A nominated teacher tracks students academic progression.

Junior Cycle Wellbeing

Induction

Incoming first years are assigned a Cairdeas leader. The Cairdeas Programme is a programme developed by the school to help with the transition from primary to secondary. Each Cairdeas leader undergoes training from our Chaplain's in order to assist the development of our first years. 5th Year students nominate themselves during the TY Programme and Interviews. TY Interviews will assist the selection process.

Three areas of learning and associated competences are associated with the Principles underpinning the Framework for Junior Cycle (namely Wellbeing), a number of the Framework Statements of Learning and Key Skills. The Whole School Guidance programme is linked to Key Skills such as Managing Myself, Managing Information & Thinking, Staying Well, Communicating and Working With Others. The guidance counsellor has a role in planning, coordinating and delivering guidance-

related-learning associated (Guidance For All) with the relevant Key Skills and in providing more intensive interventions to those students who need it through Guidance For Some and A Few approaches (through SPHE). The Framework for Junior Cycle provides opportunities for activities of the school guidance programme to be delivered through short courses, other learning experiences and the Wellbeing programme-talks, Wellbeing class, tutor time, SPHE and guidance classes.

There is considerable overlap between the competences and associated learning outcomes presented under Developing Myself, Developing My Learning and Developing My Career Path and the Wellbeing programme in Junior Cycle (SPHE and guidance related learning are two of the main pillars of Wellbeing). Wellbeing is linked to the Staying Well key skill of the Framework for Junior Cycle (NCCA, 2017; pg. 22). The eight competences can be linked with five of the six indicators of Wellbeing – Responsible, Connected, Resilient, Respected and Aware (presented on page 45 of the Wellbeing Guidelines). The guidance counsellor and other teaching staff have an important role in supporting planning for and delivery of the learning outcomes associated with Wellbeing indicators.

Senior Cycle Wellbeing

"teachers to play to their strengths"

At senior cycle the RE and Careers curriculum can be used to plan learning outcomes in Developing Myself for students in senior cycle.

It is important that all school staff involved in these programmes work together to ensure a consistent approach is taken in supporting student achievement of the learning outcomes. This collaboration will also help to minimise any repetition/overlap in the provision of teaching and learning experiences in this area.

The RE, Tuition Development Class and Career class period should focus on some of the following:

- Pastoral Care
- Personal Development
- Resource/SEN Provision/Teaching
- Facilitate Resource withdrawal
- Support the Guidance Counsellor/Guidance
- Facilitate Guest speakers
- Digital Literacy

- Research Skills
- Study Skills
- Transition to 3rd Level
- Decision-making
- Goal-Setting/Identify Goals
- Career Pathways
- Self Assessment/Reflection
- Resilience

An annual student Feedback survey is conducted with 6th Years at the end of the year (Appendix 2).

Wellbeing Annual Planner

August	**Cairdeas Training**			
	First Years first day	Year Assemblies	Ty Activities-Greenway	Musical
September	TY Soccer Blitz	TY Safe Socialising	TY Drumming	TY Drumming
	TY Talk-Addiction	Sports Day	Ploughing Championships	Gaa Blitz
October	Internet safety talk	TY Walking by the river	Garda Talks	Michael Brannigan run
	LC Geography Trip	University talks	TY Work experience	Study Skills
	History trip -3rd years	Careers Fair	Geography trip-1st year	Be secure online
	Ty Drumming	Well Read	2nd Year Retreat	Musical
November	Poetry Aloud	History trip- 1st yrs	Movies-Subject	TY bowling
	Assembly -2nd Yrs	Retreat-3rd Year	Mass	TY Walking
	Music trip	Musical		
December	GAA screening	Trad group	Carol singing	History film
January	BT Young Scientist	TY Drumming	Catholic Schools Week	Truck & Tractor Run
	TY Talk -Rape Crisis Centre	Musical		
February	Cairdeas teaching	TY Work Experience	TY to Thurles	Blue Run-water conservation
	Student Council Soccer	TY Mountain biking	Musical	

August	Cairdeas Training			
March	Music Festival	Mass	St Kieran's Day	Taxi Talk-Mental H
	LGBT Talk	Mental Health week	Retreat-6th Yr	Elma Walsh- Donal Walsh
	Drama	Musical		
April	Ty Talk-Cadets	TY Gaisce	Parents fun run	History Film
	French quiz	Maths quiz	DCU Talk	TY Walk
May	Musical	TY Retreat	Geo Trip-1st yrs	Graduation
	Choir Trip	Musical	Awards Night	GAA Blitz

Subject Choice

Students in St Kieran's College must make decisions regarding the subjects they wish to sit for their Junior and Leaving Certificate Examinations. These decisions are made towards the end of 1st Year and Transition Year respectively. Students will make their decisions in consultation with their teachers and parents. In order to help both parents and students make a more informed decision regarding the subjects to choose, a meeting will take place for 1st Year and Transition Year parents in the College Theatre where advice and assistance will be given in order to ease this process.

Role of Guidance Counsellor

The role of the Guidance Counsellor can be divided into three main areas: Educational Counselling; Vocational Counselling; and Personal Counselling. This work is carried out in collaboration with the Principal, Deputy Principals, Chaplains, Year Heads, Parents, Resource Teachers and Subject Teachers. In this way, students are informed and supported so that they can optimise their learning, overcome any difficulties and make good career and life decisions.

Student Support (Pastoral Care) Structures (see Pastoral Care Policy)

Effective student support structures in St Kieran's ensure that young people with difficulties are identified, supported and provided with appropriate help.

A well-planned and effectively managed student support system can create an environment that is conducive to effective teaching, thus contributing to positive learning

outcomes. The student support structure in our school describes the systems that relate to student welfare, early intervention and identification of difficulties, behaviour management, SPHE and RSE programmes, child protection procedures and a critical incident policy. An outline of the student support structures and how they operate are included in the whole-school guidance plan.

Care Team (Student Support Team)

The student care team, is the core element of the pastoral support system in a St Kieran's College. The Care team has a core membership, enacts referral procedures and meet weekly. Confidentiality is a key aspect of the student care team's work. The Care team will, at times, liaise with other personnel, such as the assigned NEPS psychologist and/or health service professionals.

A member of the team takes the minutes of each meeting which are shared via 'The Care Team' Dropbox folder. The Pastoral Care list is updated following each meeting with the date of student addition or removal agreed and by whom.

The student care team has responsibility for:

- co-ordinating the support available in the school and monitoring its implementation and impact
- informing school personnel, parents/ guardians and young people about how the system works
- explaining internal school referral systems to all staff
- supporting school staff themselves
- reminding and encouraging young people where to look for help
- ensuring new staff members are aware of the student support system
- making links with health services and children's services
- advising school management on the development and review of effective student support policies and structures

- establishing a relationship with regional and local services and maintaining an up to date contact list.
- Implementing the Critical Incident Policy where necessary or appropriate.

How do we make referrals?

The student support team meet on a weekly basis to discuss concerns that have been brought to their attention and to develop a plan for dealing with each concern. This may involve providing in-school support for the young person, or deciding, in consultation with the parent/guardian, that external help is needed.

In order for the student support team to fulfil its role, it is necessary that all members of the school community are vigilant with regard to the well-being of young people. Any concerns should be referred to the relevant member of the student care team. Referral pathways are clear and easily accessed- Student Referral sheet in staffroom (Appendix 1) and talking to a member of the Care team. These referral pathways have been established so as to support the boundaries within which the guidance counselling profession operates. Actions taken to address the concerns are recorded and kept in a safe place (each members diary).

Disclosures can be made to any mandated person who in consultation with the DLP/ DDLP determine appropriate action in line with Children First, 2017.

Roles and responsibilities

- Ms Anne Wemyss: Guidance Counsellor. Due to her specialist training Anne leads, coordinates and delivers the school guidance programme in collaboration with school management, staff and key stakeholders in response to the guidance needs of students.
- Mr Fergal Brennan: Chaplain. Fergal provides pastoral support to all of the school community. Its 'open door’ policy allows each member of the school community to come and receive support in a confidential and safe way. Fergal leads the RE/ RSE department in the school.

- Mr Ken Maher: Deputy Principal/Counsellor. As Deputy Principal, Ken assists the Principal in the running of the school. As a trained counsellor, Ken assists the Care Team in executing its duties.

- Mr Liam Smith: Deputy Principal/Guidance Counsellor. As Deputy Principal, Liam assists the Principal in the running of the school. As a trained guidance counsellor, Liam supports the guidance and counselling service provided to the students.

- Mr Brian Dowling: Guidance Counsellor. Brian works closely with Anne ensuring the smooth running of the School Guidance Counselling service. Brian leads the CSPE department in the school.

- Year Head: Each Year Head, on behalf of the school community takes on the role of overseeing the welfare of a year group so that learning, at every level of the person, is supported.

- Form Tutors: Each class have a form tutor who acts as a support to their class and the Year Head.

- SPHE & CSPE Coordinator: Mr Johnjo Farrell and Mr Evan Walsh. Johnjoe and Evan oversee the design and delivery of a programme of SPHE and CSPE and Senior Cycle RSE including support for teaching and learning.

- School Secretary: Ms Mary Martin. Mary performs all general office duties in addition to providing the students with practical support and guidance.

- SEN Coordinator: Ms Eadaoin Maher. Eadaoin maintains the Special Educational Needs Register and keeping precise data on pupils with Special Educational Needs. She coordinates the organisation of Individual Education Plans and meeting with teachers and support staff each term to establish targets and review progress.

- Subject teachers: Subject teachers develop students to achieve their full potential. Students may seek individual teachers or teachers may may be consulted by the Guidance Counsellor.

Student Council

The Student Council comprises of five boys from Sixth Year and two boys from all other years. Sixth Year boys form the Council executive – Head Student, Chairman, Treasurer, PR and Secretary. Each year in May, elections take place for the following year.
The Student Council is the voice for students in the school and a vehicle for student participation in the operation of the school. Meetings are held during lunchtime and take place on a fortnightly schedule.

Parents' Association

The Parents' Association makes an important contribution to the life of the school. It meets regularly and acts as a link between school management and the general parent/guardian body. The Principal and/or Deputy Principals regularly attend meetings and gives information relating to developments in the school and discusses issues with the group.

One-to-one counselling

Counselling is offered on a one to one basis and is generally short term in nature. School can sometimes be an overwhelming place to be and can result in feelings of anxiety, unrest and worry. Sometimes issues outside of school can affect a student's wellbeing and/or academic performance in school. Self-referral is encouraged and it is not necessary to be able to pinpoint the exact problem for a person to have feelings of anxiety, worry and unrest. The issue of confidentiality is always discussed with students during the first session. This provides the opportunity to clarify any concerns that may arise. Counselling Service files are not attached to any academic records held within the school. In exceptional circumstances Guidance Counsellors and/or Chaplains may need to break confidentiality if they believe there is a real intent of serious harm or danger to either their student or another individual. In such cases, a full explanation will be given regarding the necessary procedures that may need to be taken.

One-to-one meetings

There are occasions when confidential meetings must take place. As far as possible, staff should conduct such meetings in a room with visual access, glass in door or with the door ajar. Another adult or another student may be present. It may be necessary to use a sign indicating the room is in

use but not one prohibiting entry to the room. Further, the door to such a room should never be locked nor should entry to it or exit from it be prohibited. Schools should ensure best practice and, as stated already, rooms used for this purpose should have visual access.

Teachers should try not to detain a student alone in a classroom or in an isolated part of the school. Sometimes teachers find themselves in disciplinary situations alone with a student, a situation that should be avoided by the teacher immediately escorting the student to an area where the Year head, Principal or Deputy Principals is present.

Similarly, a student should never be given a lift alone by a staff member. Where it is necessary to bring a student, for example to his/her home, reasonable precautions would include accompaniment by another adult or two other students. It is prudent that this action be recorded with the Deputy Principals and/or the Principal.

One-to-one teaching

It is the policy of this school that one-to-one teaching is often in the best interest of the child. Models of SEN Provision are available in the SEN Policy(3.4). Every effort will be made to ensure that this teaching takes place in an open environment i.e. staff member and pupil will be visible through a glass panelled door and/or the door slightly ajar. A copy of timetable will be given to the Deputy Principal and will be on display in the classroom. Work being carried out by S.N.A.'s will be carried out under the direction of the class teacher and in an open environment.

Day trips/School Activities

The purpose of the guidelines set out below is to ensure that the enjoyment of the trip or activity is not hindered for any student or teacher.

Guidelines

1. All School Code of Behaviour rules apply while on day trips or school activities.
2. Students are expected to wear full school uniform unless told otherwise by the teacher. All students should note that while in school uniform they are ambassadors for the school and should behave accordingly.
3. Students are to remain with the group at all times.
4. Students are expected to treat teachers/supervisors/instructors/tour guides with respect at all times.
5. All students are expected to turn up on time for all roll calls.

6. Foul language is not acceptable from any student on the trip at any time.
7. All students should carry a mobile phone with them on day trips and/or school activities so that parents can be informed of any possible changes to the schedule of the trip or activity.
8. Teachers reserve the right to search students' bags/rooms at any time if they suspect contraband is present.

Illness/Injury at school trips or activities

Should a student become ill or injured on a trip or activity then parents will be informed and medical attention will be sought for the student if necessary. Parents should note that injury or illness to a student may require a lesser level of supervision of remaining students on any trip or activity, should it be necessary for a teacher to accompany a student seeking medical attention.

Practical Advice for Students

Any student taking part on a trip or activity should try their best to adhere to the following advice while on the trip:

- Try to find out as much as you can about your destination or activity before you go.
- Do your best to help fellow students and teachers at all times.
- Do your best to ensure that all students are included in group activities at all times.
- Do your best to be considerate of others at all times.
- During the trip or activity, students may be given necessary and reasonable instructions about detailed matters like dress, punctuality, behaviour etc. prompt and good natured compliance is essential.

Guest Speakers

The College values the opportunities presented by external speakers for students to experience diverse opinion and to enter into debate. This is seen as an essential part of a whole school guidance approach. The College values the tradition of academic freedom and holds that no subject or belief should be excluded from reasonable, constructive discussion and debate. The College values freedom of opinion and speech but recognises that, in the interests of the whole learning community, this must exist within formal guidelines. The College recognises and supports the moral and legal frameworks of the society and community within which it works. The College will not accept the use of language by external speakers that offends and is considered to be intolerant. The

College will not tolerate any person who intentionally demeans individuals and groups defined by their ethnicity, race, religion and/or belief, sexuality, gender, disability, age or lawful working practices and which give rise to an environment in which people will experience, or could reasonably, fear harassment, intimidation or violence.

This policy aims to ensure that any events where external speakers are invited to address students and other members of the college community:

- safeguard the students' wellbeing and the College's good reputation.
- ensure the health and safety of all members of the college community, buildings and equipment.
- support equality and diversity.
- support good community relations (internally and externally).
- do not significantly constrain the work of the College.
- are lawful.

Before an external speaker is contacted about coming, it is advised that the member of staff conduct a basic online background check on the individual. If any information comes to light that could mean the individual is not appropriate then the member of staff should consult with their Deputy Principal. The intended talk must be agreed with a Deputy Principal in advance of the invitation.

A member of staff will be present at all talks and will intervene if the speaker significantly deviates from the planned topic or causes offence. This will be made known to the speaker.

Speakers must be informed that all talks may be recorded / filmed by the College. These recordings are for future reference.

Appendices

Appendix 1

Pastoral Care Referral Form

St Kieran's College

PASTORAL REFERRAL FORM

Student Name: .....

Class: .....

Family: .....

CLASSIFICATION

Addictions	❑	Bullying	❑	Career	❑	Danger	❑
Family	❑	Friends	❑	Health	❑	School	❑
Social	❑	Study	❑	Relationships	❑	Other	❑

NOTES

Signature: ..... Date: .....

Appendix 2

Student Feedback Form

1. I know the job/career I want to do when I leave school.
Agree/Disagree
Explain

2. I know what options are available to me when I Finnish my Leaving Cert.
Agree/Disagree
Explain

3. I know what qualifications I need in order to do the career I want to
Agree/Disagree
Explain

4. I am satisfied with the career guidance I am given at St Kieran's College.
Agree/Disagree
Explain

5. In what ways could we improve out careers education and the advice we offer.
Explain

Appendix 3

Guest Speaker Form

Date	Name	Organising Teacher	Background description	Management